LEADERSHIP

for the 21st Century

Linking Leadership to Instruction

A Leadership Development Curriculum
for
Virginia Public Schools

Commonwealth of Virginia
Department of Education
June 2001
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Linking Leadership to Instruction was revised in 2003 to correlate with the newly revised Virginia Standards of Learning.

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Introduction

The role of leadership has been vital to the development of our state and nation and will be critical in meeting emerging and future challenges. American society requires that students become informed and active participants in every aspect of their lives. In recognition of the important role that effective leadership skills play in providing today's students an advantage in tomorrow's competitive world, the Virginia Board of Education has approved this optional leadership development curriculum as a model for schools to use in preparing students in kindergarten through grade twelve for their individual and group leadership responsibilities.

The Leadership Development Curriculum identifies important processes, skills, and opportunities that promote leadership in all students at all grade levels. The program is unique in that it was not written as an add-on curriculum. Rather, it suggests ways that content and activities that are currently being taught in Virginia classrooms can support the development and practice of leadership skills for students. While certain leadership topics have been highlighted for discussion throughout the curriculum, the intent is to provide a framework that allows teachers to embed leadership development in existing instruction within all subject areas at various grade levels. The expectations of the curriculum and the activities associated with them have been closely aligned with Virginia's Standards of Learning. However, the framework could easily serve as the basis for a more detailed curriculum for an independent course or seminar on leadership.

The model curriculum was developed by a committee of educators who currently incorporate the development of leadership skills into their instruction and their extra-curricular work with students. The defined goals of the Leadership Development Curriculum are as follows: to develop in every K-12 student an awareness of his or her own leadership potential; to assist young people in developing essential leadership skills that enable them to act responsibly in all aspects of their lives; to develop citizens who possess the leadership abilities to meet present and future challenges in a global society; and to provide students with opportunities to learn and practice essential leadership skills within a learning community.

Using current research on effective leadership as well as ideas generated by some of Virginia's most recognized and successful leaders, the writing committee identified four areas of leadership development that form the basis for the development of effective leadership skills. These areas became the four organizing strands that frame the document at all grade levels: Developing Knowledge of Self and Others, Defining Leadership, Developing Leadership Skills and Practices, and Practicing Leadership through Service. The strands have been placed in this order simply as an organizational tool, because it is clear that leadership development does not occur in a linear process. Some individuals practice leadership naturally before they are aware of its elements, while others require

development of their own self-confidence and skills before they can become effective leaders. This curriculum is designed to promote an awareness in all students of their potential for leadership at many levels – at home; at school; in the workplace; and in local, state, and national communities.

The curriculum is sub-divided into four grade clusters for the purpose of developing student leadership expectations: K-2, 3-5, 6-8, and 9-12. The following codes have been used in the document to identify the expectations by grade cluster: EC – Early Childhood (grades K-2); ES – Elementary School (grades 3-5); MS – Middle School (grades 6-8); and HS – High School (grades 9-12). Within each grade cluster, three or four expectations have been delineated for each organizing strand. Taken as a whole within the grade cluster, the thirteen expectations provide an array of skills, processes, and opportunities that enable students to develop leadership skills appropriate to their age group. However, the expectations were actually developed in a horizontal format, with a clear progression of continuity and increasing complexity from the elementary grades through the middle years to high school. An effort was also made to allow the expectations within an independent grade cluster to stand on their own so that, if necessary, teachers might be able to use the curriculum independently of others in the school, for example, in an extra-curricular environment. However, teachers may want to consult the student expectations for the grade clusters above and below the grade they are teaching. For teachers of young children, it will be beneficial to understand how the skills and processes that students develop at a young age serve to reinforce broader and more complex expectations for older students. Also, certain concepts that are included at the lower grades may need to be reinforced or included at the upper grades if they have not been addressed previously.

The model Leadership Development Curriculum does not prescribe any particular method for developing the student leadership expectations identified in this document. A great deal of flexibility has been provided for individual teachers and school divisions that wish to use the curriculum as a model. The educators who developed the curriculum were also able to contribute many ideas and resources to assist teachers as they work to promote leadership development in students. These sample instructional activities, strategies, and resources are included as a part of this document.

Goals

- To develop in every K-12 student an awareness of his or her own leadership potential

- To assist young people in developing essential leadership skills that enable them to act responsibly in all aspects of their lives

- To develop citizens who possess the leadership abilities to meet present and future challenges in a global society

- To provide students with opportunities to learn and practice essential leadership skills within a learning community

Strands

Developing Knowledge of Self and Others

Leadership requires knowledge of self and knowledge of others. Knowledge of self assists students in clarifying their identity, self-image, and roles in a variety of expanding communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership. Knowledge of others encourages students to consider and understand the way others view and respond to the world at large. Effective leadership rests in the ability to combine knowledge of self and knowledge of others to advance both personal and group goals.

Defining Leadership

Leadership is a process rather than an event. As situations change, roles and behaviors of leaders and followers may also change. In defining leadership, students learn that respected leaders act ethically and model responsible behavior. Students work to understand that active leadership may involve personal and public risks and opportunities. While leadership demands no specific age, gender, ethnicity, religion, or political affiliation, students learn that these elements may influence an individual's leadership style.

Developing Leadership Skills and Practices

Effective leaders use personal skills that can be acquired by all students. These essential skills include developing a vision, motivating others, taking initiative, communicating effectively, setting goals, making decisions, managing resources, and facilitating the development of additional leaders. When practiced within the context of students' primary social groups, these skills will build competence and confidence that prepare students to assume a variety of leadership roles.

Practicing Leadership through Service

Leadership through service creates the opportunity for students to practice and continue to develop leadership skills. It allows them to define *community* and to assess community needs. Service leadership enables students to understand the concept of stewardship and ownership of their environment. It provides the opportunity to experience citizenship and identify the responsibilities and roles of responsible citizens. Leadership through service also encourages students to become altruistic leaders by providing opportunities for volunteerism.

Linking Leadership to Instruction

Student Expectations

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Developing Knowledge of Self and Others

EC.1 **The student will describe himself or herself.**
   a. Identify personal roles in the family, class, and school, such as son or daughter, line leader, citizen.
   b. Describe personal views of self, such as strengths and weaknesses.
   c. Explore influences on self, such as family and community customs and traditions.

EC.2 **The student will describe characteristics of his or her own responsible behavior, such as respect, trustworthiness, caring, and fairness.**
   a. Identify ways to assume responsibility in the family, class, and school.
   b. Identify ways to help others in the family, class, and school.

EC.3 **The student will describe how to work with others.**
   a. Describe the characteristics of responsible behavior in others, such as respect, trustworthiness, caring, and fairness.
   b. Discuss roles of responsibility of others in the family, class, and school.

Defining Leadership

EC.4 **The student will identify the characteristics of leaders.**
   a. Identify qualities of effective leaders, such as honesty, care for others, civility, and fairness.
   b. Describe positive and negative leadership traits as seen in fictional characters or in historical figures.

EC.5 **The student will explore the role of the follower.**
   a. Identify qualities such as respect, cooperation, and good manners, and relate them to the role of the follower.
   b. Examine the importance of being willing to listen, taking directions, following assigned chains of command, and being supportive.

EC.6 **The student will understand that different settings affect leadership roles.**
   a. Identify leaders within the family, classroom, and school.
   b. Understand that the student's role as follower or leader may change at different times.
   c. Discuss the effects of changing situations upon leadership roles in the family, classroom, and school.

Developing Leadership Skills and Practices

EC.7 **The student will communicate effectively in pairs, small groups, teams, and large groups.**
   a. Develop active listening skills and good reading skills.
b. Share own ideas, both verbally and in writing.
c. Recognize differences of opinion.
d. Provide positive feedback.
e. Support other group members to achieve team spirit.

EC.8 **The student will identify and practice decision-making skills.**
   a. Recognize problems.
   b. Gather facts for decision making and problem solving.
   c. Make simple decisions.
   d. Manage personal, classroom, and school resources.

EC.9 **The student will recognize the importance of setting goals.**
   a. Define and set personal short-term goals.
   b. Identify long-term goals.
   c. Share personal goals.
   d. Discuss the importance of setting goals.

Practicing Leadership through Service

EC.10 **The student will identify his or her community and community needs.**
   a. Name different communities in which people can concurrently hold membership, such as family, class, and school.
   b. Demonstrate awareness that good citizens of a community recognize and address community needs, such as food, clothing, and shelter for all.
   c. Identify important community needs.

EC.11 **The student will explore the concept of citizenship.**
   a. List the roles and responsibilities of a citizen in the family, class, and school.
   b. Recognize that good citizens assume active roles in the family, class, and school.

EC.12 **The student will explore the concept of protecting and caring for people and things.**
   a. Recognize that good leaders take care of and preserve their family, class, and school communities.
   b. Illustrate that respect and caring for others include sharing classroom and school resources.

EC.13 **The student will practice leadership through service in a variety of communities.**
   a. Recognize that community needs can be more important than individual benefits.
   b. Demonstrate unselfish behavior.
   c. List ways that good leaders care about the needs of others.

Student Expectations
Elementary School:
Grades 3-5

Developing Knowledge of Self and Others

ES.1   The student will examine his or her own self-image.
  a. Identify factors that contribute to self-image, such as success and failure or acceptance and rejection.
  b. Investigate outside factors that may influence self-image, such as others' opinions in certain situations.
  c. Recognize that self-image may change over time and in different situations.

ES.2   The student will examine his or her own behaviors and how they contribute to group interaction.
  a. Discuss personal style of interacting effectively with others.
  b. Predict future leadership roles and steps necessary to achieve them.

ES.3   The student will examine the needs and concerns of others.
  a. Determine the needs and concerns of classmates or group members, such as friendship, approval, and acceptance.
  b. Act as a member of a group to develop a plan for addressing group needs and concerns.

Defining Leadership

ES.4   The student will explore the characteristics of leaders.
  a. Identify and discuss leadership qualities, such as responsibility, courage, and reliability (in addition to honesty, care for others, civility, and fairness).
  b. Describe leadership traits, and distinguish between positive and negative examples of these traits in the school, peer group, local community, and state.

ES.5   The student will understand the importance of the role of the follower.
  a. Understand that followers can support and advance the cause of their leaders.
  b. Examine the importance of being an informed follower and the role of flexibility in being a follower.
  c. Explain the importance of active participation as a follower.

ES.6   The student will understand the role of environment in the process of leadership.
  a. Identify the roles of leaders in the family, school, community, state, and nation.
  b. Understand that as situations change, the student's role as follower or leader may change.
  c. Describe the effects of changing situations upon leadership roles in the family, classroom, and school.

Developing Leadership Skills and Practices

ES.7   The student will communicate effectively in pairs, small groups, teams, and large groups.
    a. Listen and read for purpose, meaning, and expression of feeling within a variety of situations.
    b. Share own ideas and feelings both verbally and in writing.
    c   Empathize with others.
    d. Seek resolutions to problems.
    e. Provide and respond appropriately to positive feedback.
    f. Work as a team to communicate and support group projects.

ES.8   The student will enhance and apply decision-making skills.
    a. Generate alternative solutions to problems.
    b. Describe the consequences of personal decisions.
    c. Work toward consensus in making group decisions.
    d. Participate in orderly, organized group processes.

ES.9   The student will explore long-term goals.
    a. Recognize that it is possible to have a variety of personal goals.
    b. Review and set new short-term goals on a regular basis.
    c. Set long-term goals.
    d. Evaluate and modify personal goals.

Practicing Leadership through Service

ES.10   The student will give examples of community and community needs.
    a. Distinguish between the needs and wants of communities within the class, school, locality, and state.
    b. Demonstrate that good citizens discover and act upon some community needs based on the ideas of care, respect, and dignity for all people.
    c. Recognize that compromises, sacrifices, and consequences are part of making community choices.

ES.11   The student will explain the concept of citizenship.
    a. Describe the roles and responsibilities of a citizen within the class, school, locality, and state.
    b. Describe ways in which good citizens assume active roles in the class, school, locality, and state.

ES.12   The student will explain his or her role in protecting and caring for people and things.
    a. Provide personal examples of protecting and caring for people and things in the class, school, and community.
    b. Investigate ways in which good leaders are concerned about their community.

ES.13   The student will practice leadership through service in a variety of communities.
    a. Explain why community needs can be more important than individual benefits.
    b. Give examples of unselfish behavior.
    c. Identify cases of good leaders volunteering to help people in need at the class, school, and local levels.

Developing Knowledge of Self and Others

MS.1   The student will explain elements of his or her own self-image.
   a.   Investigate ways in which peers can influence self-image, such as through fashion and social activities.
   b.   Explore personal interests, values, and skills.
   c.   Examine effects of positive or negative self-image on relationships with others.

MS.2   The student will identify ways in which his or her behaviors influence others.
   a.   Identify influences on one's own ideas and behaviors, such as family, friends, and media.
   b.   Identify one's own attitudes and biases toward others, such as admiration or jealousy.

MS.3   The student will identify the interests, values, styles, and behaviors of others.
   a.   Consider the effects of gender, ethnicity, customs, and traditions on the interests, values, styles, and behaviors of others.
   b.   Recognize contributions of people from different backgrounds and experiences.
   c.   Create strategies to integrate new members into a group.

Defining Leadership

MS.4   The student will examine the characteristics of leaders.
   a.   Identify and discuss effective leadership qualities, such as setting of limits, tolerance, self-reliance, initiative, charisma, and competence (in addition to honesty, care for others, civility, fairness, responsibility, courage, and reliability).
   b.   Analyze the effectiveness of leaders according to the traits they demonstrate.

MS.5   The student will understand that the roles and actions of the follower fluctuate.
   a.   Discuss the loyalties of followers and where they place their support.
   b.   Learn when and how to question leadership respectfully.
   c.   Understand the importance and need to act sometimes as a follower for the good of the group.
   d.   Identify situations in which assuming a leadership role is appropriate.
   e.   Discuss the concept of civil disobedience.

MS.6   The student will analyze the role of context in the process of leadership.
   a.   Evaluate the roles of leaders in the family, school, community, state, and nation; and in distinct ethnic groups and different world cultures.
   b.   Understand that as contexts change, the student's role as follower or leader may change.
   c.   Discuss the effects of changing situations upon leadership roles in the family, school, community, state, and nation.

Developing Leadership Skills and Practices

MS.7 **The student will communicate effectively in pairs, small groups, teams, and large groups.**
 a. Analyze and interpret purpose, meaning, and expression of feeling within a variety of situations.
 b. Examine one's own ideas and feelings in relation to those of others.
 c. Use effective written, verbal, and nonverbal skills to present information.
 d. Work toward consensus in groups.
 e. Provide and respond positively to constructive criticism.
 f. Demonstrate team-building skills that promote effective communication and project completion.

MS.8 **The student will transfer decision-making skills to new tasks.**
 a. Evaluate potential outcomes of a decision.
 b. Consider advice from others when making decisions.
 c. Generate objectives and strategies to make effective decisions.
 d. Monitor and evaluate progress toward accomplishing objectives.
 e. Define and use parliamentary procedure to facilitate decision making.

MS.9 **The student will express a personal vision.**
 a. Define *vision.*
 b. Relate personal goals to one's own vision.
 c. Recognize the risks involved in presenting one's personal vision.
 d. Consider the contributions of others to one's own vision.

Practicing Leadership through Service

MS.10 **The student will differentiate among communities and community needs.**
 a. Compare and contrast the needs of communities within the school, locality, state, and nation.
 b. Demonstrate that good citizens predict some community needs based on the idea that group acceptance and belonging are important to all people.
 c. Prioritize the needs of a community in terms of opportunities, benefits, and costs.

MS.11 **The student will compare and contrast the role of citizens in different communities.**
 a. Summarize the roles and responsibilities citizens have in different communities within the school, locality, state, and nation.
 b. Select active roles to assume in the class, school, locality, state, and nation.

MS.12 **The student will apply the concept of stewardship.**
 a. Define *stewardship.*
 b. Devise plans to take care of and preserve the school, local, state, and national communities.
 c. Illustrate examples of ways in which good leaders protect their community and its resources.

MS.13 **The student will practice leadership through service in a variety of communities.**
 a. Decide when community needs are more important than individual benefits.
 b. Illustrate altruistic behavior.
 c. Examine the idea that good leaders receive intrinsic reward by volunteering for community service.

Developing Knowledge of Self and Others

HS.1   The student will evaluate his or her own self-image.
   a.   Compare one's own interests, values, and skills with those of selected effective leaders.
   b.   Evaluate one's own desire for leadership roles in the local, state, national, and world communities.
   c.   Define ways to capitalize on individual strengths and improve areas of personal weakness.

HS.2   The student will evaluate his or her own behaviors.
   a.   Recognize the ongoing benefits of self-analysis.
   b.   Evaluate one's own decisions and actions in terms of short- and long-term consequences.
   c.   Evaluate one's own behaviors in terms of their positive or negative effects on others.

HS.3   The student will use knowledge of others to improve one's leadership skills.
   a.   Create strategies to utilize the strengths and diminish the limitations of group members.
   b.   Demonstrate ways to organize and delegate responsibilities.
   c.   Encourage ideas, perspectives, and contributions of all group members.
   d.   Use leadership skills to encourage cooperation and collaboration among groups with different needs and concerns.

Defining Leadership

HS.4   The student will analyze the characteristics of leaders.
   a.   Identify and discuss effective leadership qualities, such as integrity and wisdom (in addition to setting of limits, tolerance, self-reliance, initiative, charisma, competence, honesty, care for others, civility, fairness, responsibility, courage, and reliability).
   b.   Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.
   c.   Examine leadership theories that explore different styles/types of leadership.
   d.   Explore philosophical concepts associated with leadership, such as virtue and justice.

HS.5   The student will analyze the complex relationship between the leader and the follower.
   a.   Critically analyze situations in which followers become leaders.
   b.   Analyze and understand the dynamic relationship between the leader and the follower.
   c.   Evaluate the risks and consequences of civil disobedience.

HS.6 **The student will evaluate the role of context in the process of leadership.**
  a. Analyze the influence of different contexts on leadership, such as gender, ethnicity, political affiliation, religion, and socio-economics.
  b. Understand that as contexts change, leaders may become followers, and followers may become leaders.
  c. Evaluate the effects of changing situations upon leadership roles in the family, classroom, school, community, state, nation, and world.

Developing Leadership Skills and Practices

HS.7 **The student will communicate effectively in pairs, small groups, teams, and large groups.**
  a. Suspend judgment until all ideas are expressed.
  b. Refine interpretation and synthesis of ideas.
  c. Present personal ideas as well as those of others in a clear, concise, and effective manner.
  d. Balance personal expression with others' contributions.
  e. Distinguish between fact and opinion.
  f. Work toward consensus in heterogeneous groups.
  g. Facilitate the mediation of conflict.
  h. Motivate team members individually and collectively to collaborate to achieve a common purpose.

HS.8 **The student will analyze and refine decision-making skills.**
  a. Take the lead in implementing, monitoring progress toward, and evaluating solutions.
  b. Support group decisions.
  c. Adjust group decisions according to changes within or outside the group.
  d. Refine skills in parliamentary procedure to facilitate meetings or discussions.

HS.9 **The student will evaluate the relationship between personal vision and the group vision.**
  a. Present one's personal vision to a group, using persuasive techniques.
  b. Compare one's personal vision with that of a group.
  c. Recognize the necessity for compromise in various leadership situations.
  d. Motivate others to act according to the group's vision.

Practicing Leadership through Service

HS.10 **The student will appraise communities and community needs.**
  a. Evaluate the needs of communities within the school, locality, state, nation, and world.
  b. Demonstrate that good citizens strengthen a community through tolerance of ideas and respect for the freedoms and civil rights of others.
  c. Justify the priorities by which needs are addressed in a community.

HS.11 **The student will evaluate the roles and responsibilities of citizenship.**
  a. Demonstrate that citizenship requires gathering information, making informed choices, and acting responsibly.
  b. Devise ways to assume active roles in the class, school, locality, state, nation, and world, such as volunteering for additional duties, participating on a committee, and leading a group.

HS.12 **The student will evaluate the concept of stewardship.**
  a. Debate methods that leaders may use to take care of and preserve their school, local, state, national, and world communities.
  b. Explain ways in which one becomes vested in the community and its resources.

HS.13 **The student will practice leadership through service in a variety of communities.**
  a. Justify decisions in situations where community needs are more important than individual benefits.
  b. Demonstrate altruistic behavior.
  c. Encourage others to volunteer for community service.